

FALKIRK COUNCIL

**SUBJECT: EDUCATION SCOTLAND INSPECTION REPORTS AND ACTION PLANS**  
**MEETING: SCRUTINY COMMITTEE**  
**DATE: 31 MARCH 2016**  
**AUTHOR: DIRECTOR OF CHILDREN'S SERVICES**

**1. INTRODUCTION**

- 1.1 This report is to enable Elected Member to scrutinise the action plans drawn up by schools in response to Education Scotland Inspections. The report details action plans from two inspections carried out between September and December 2015.
- St Mary's RCPS Inspection 21 September - 25 September 2015; and
  - Bo'ness Academy Inspection 26 October - 30 October 2015.
- 1.2 Final Inspection letters for these inspections were published on 22 December 2015.
- 1.3 In addition to the published Inspection letters Education Scotland shared with Council Officers a record of inspection findings (RIF). The RIFs assist the education authority in the development of action plans.
- 1.4 Education Scotland will carry out a further inspection of both schools within one year of publication of the original Inspection letters.

**2. BACKGROUND**

- 2.1 It was agreed by Education Executive in September 2015, that when an evaluation of weak or unsatisfactory has been given in an inspection, this will be considered by the Scrutiny Committee. This report and appendices will enable Elected Members to consider the action plans arising from the above Education Scotland Inspections. In both cases at least one category was deemed by Inspectors to be 'weak'.
- 2.2 A **'Team around the School'** is convened by a service manager when an establishment receives an evaluation of weak or unsatisfactory in an inspection. This team comprises:
- Service Manager
  - Team Manager
  - Curriculum Support Officers
  - Peer Headteacher.

The Team works closely with the school's senior management team to create an Action Plan with clearly-defined actions and target dates. The team works with school staff to

provide specific advice and input. The Service Manager and Team Manager will monitor, support and challenge the progress of the action plans.

2.3 The Inspection Reports and Action Plans can be found in the attached appendices:

1. Inspection Letter: St Mary's RC Primary School and Nursery Class (appendix1 )
2. Action Plan: St Mary's RC Primary School and Nursery Class (appendix 2)
3. Inspection Letter: Bo'ness Academy (appendix 3)
4. Action Plan: Bo'ness Academy (appendix 4)

### **3. RECOMMENDATIONS**

3.1 The Scrutiny Committee are requested to:

- (1) Scrutinise the content of the attached Action Plans, seeking further clarification as required;
- (2) Request the Director of Children's Services to provide an update on the progress made on the agreed Action Plans to the Scrutiny Committee on 17 November 2016; and
- (3) Request the Director of Children's Services to report back to Scrutiny Committee following the publication of Education Scotland's subsequent Inspection letters.

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**Director of Children's Services**

Date: 18 March 2016

Contact Officer: Cathy Quinn, Service Manager, EXT 1991

#### **LIST OF BACKGROUND PAPERS**

1. Inspection Report: St Mary's RC Primary School and Nursery Class
2. Action Plan: St Mary's RC Primary School and Nursery Class
3. Inspection Report: Bo'ness Academy
4. Action Plan: Bo'ness Academy

**Inspection Report: Mary's RC Primary School and Nursery Class**

**Date of Inspection week: 21<sup>st</sup> September 2015**

**Inspection letter published: 22<sup>nd</sup> December 2015**

The Evaluations for the school were as follows:

**St Mary's RC Primary School**

Improvements in performance	good
Learners' experiences	good
Meeting learning needs	good

**Nursery Class**

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

**The inspectorate also evaluated the following aspects of the work of the school and nursery class.**

The curriculum	weak
Improvement through self-evaluation	weak

**The inspection found the following key strengths:**

- Across the school and nursery staff have created a warm caring ethos.
- Children who are very well-behaved, well-mannered, proud of their school and are enthusiastic about their learning.
- The commitment of all staff to the school and the community.

**Agreed points for action:**

- Develop the curriculum in line with the design principles of Curriculum for Excellence.
- Ensure children's progress is tracked effectively.
- Ensure the nursery is an integral part of the school.
- Ensure approaches to school improvement involves all staff, parents and partners working effectively together to further improve the school.

The inspectorate think that the school needs additional support and more time to make necessary improvements. The Area Lead Officer will work with Falkirk Council to build capacity for improvement, and will maintain contact to monitor progress. They will return to carry out a further inspection within one year of publication of this letter. They will then issue another letter to parents on the extent to which the school has improved. The Curriculum Support Manager has identified a team of officers who will support and monitor the progress of the school and nursery.

Falkirk Council  
*Children's Services*

St Mary's RCPS

## **Introduction**

This action plan has been created in response to the Education Scotland Record of Inspection Findings dated 22.12.15.

### **Education Scotland's Recommendations for Improvement following HMI Inspection in September 2015**

The initial letter to parents from Education Scotland following the Inspection had four key areas for improvement:

- Develop the curriculum in line with the design principles of Curriculum for Excellence.
- Ensure children's progress is tracked effectively.
- Ensure the nursery is an integral part of the school.
- Ensure approaches to school improvement involves all staff, parents and partners working effectively together to further improve the school.

**The Team Around the School will work with the Head Teacher and school staff to implement the action plan set out below.**

**Action point 1: Develop the curriculum in line with the design principles of Curriculum for Excellence**

Relevant Points from R.I.F	Actions	Timescales
i. The management team should work with staff, parents to establish a clear rationale for the curriculum.	The Education Scotland Inspection report was used to provide a baseline of the school's current position.	January 2016
ii. Develop clear progression pathways for all curricular areas	All staff have begun the process of developing a shared understanding of where the school is currently and what it wants to achieve. The school initially worked with staff and, subsequently, with parents, children and partners to identify features unique to the Bo'ness community and, specifically, to St Mary's RCPS. This and analysis of children's assessment data allowed us to identify the main drivers of future progress.	February 2016 ongoing
iii. Develop a clear strategy for raising attainment in literacy and numeracy to raise attainment further		
iv. Develop a more coherent approach to IDL across the school where children's learning sits within a well-planned framework.		
v. Develop staff knowledge of the design principles of Curriculum for Excellence to ensure activities are well planned and matched to the needs of all children. (N)	The above processes will enable us to co-create a shared rationale for the curriculum in line with the Principles of CfE.	May 2016
vi. Develop planned and progressive programmes in all curricular areas across the school	Audit existing curricular programmes to identify development needs.	March 2016
	Numeracy and Literacy groups to audit plans, programmes and assessments so that a more consistent approach to planning and assessment can be developed in these areas. Similar work for all other areas of the curriculum to be undertaken.	May 2016
	Increase staff's knowledge of data analysis. T. Bragg to lead a Cat session.	February 2016
	Ensure CEM data, SIMD are used to support judgements in tracking/ planning meetings.	March 2016 ongoing
	Staff to share good practice by peer observations which are clearly linked to our SIP.	June 2016 October 2016
	Develop curriculum pathways prior to IDL development so that all staff are clear on skills development/ knowledge and understanding within each curricular area.	ongoing

Action Point 2 : Ensure approaches to school improvement involves all staff, parents and partners working effectively together to further improve the school	Timescales
Relevant Points from R.I.F	
<p>I. Establish an appropriate SIP to take forward priorities based on rigorous self-evaluation which clearly indicated the role of the nursery within the priority</p> <p>II. Analyse CEM data to:</p> <ul style="list-style-type: none"> <li>a. Review progress in literacy and numeracy</li> <li>b. Ensure that pupils are identified and supported at the earliest stage.</li> <li>c. Allocate Sfl time</li> </ul> <p>III. Review processes to the improvement planning cycle and ensure the school improvement plan is clearly linked to self-evaluation</p> <p>IV. Extend the range of assessments used to identify and support pupils with additional learning needs.</p>	<p>Revisit the SIP process with a presentation from C. Quinn. Raise awareness of HGIOS4? and NIF as key documents in self-evaluation. SIP to be established to take account of points raised following the inspection and the role of the nursery staff to be clearly defined within the priorities.</p> <p>T. Bragg to give presentation to staff on CEM data analysis</p> <p>Tracking meetings to be used to identify pupils who need support/ challenge Review SFL times at a whole staff SFL planning meeting following tracking meetings so that support is allocated depending on need.</p> <p>Ensure all staff have a role to play in the school improvement plan. Link all areas for improvement to HGIOS4? and NIF by working through the relevant challenge questions in HGIOS4? at the start of CAT sessions.</p> <p>Build in progress stops for all staff to evaluate progress made within SIP allow for feedback sessions</p> <p>HT/SflT to audit existing assessment material and discuss with Sfl Support Officer.</p>
	<p>January 2016</p> <p>February 2016</p> <p>March 2016 ongoing</p> <p>April 2016 ongoing</p> <p>May 2016 ongoing</p> <p>April 2016 ongoing</p>

Action Point 3 : <b>Ensure children’s progress is tracked effectively.</b>		
<b>Relevant Points from R.I.F</b>		
I. Develop a clearer whole school approach to self-evaluation and assessment	Review yearly monitoring and tracking overview with staff. Agree activities/timescales	March 2016
II. Develop clear progression pathways that show how children build up knowledge, understanding and skills over years, months and weeks as they progress through the school.	Review roles and responsibilities within this overview so that all staff have a clear knowledge of what is expected of them. Agree a clear set of roles and responsibilities. Review paperwork that is used to track and monitor and agree on what is to be used from now on.	
III. develop robust procedures to track and monitor children’s progress towards achieving Curriculum for Excellence levels	Audit existing programmes within all curricular areas.	March 2016 ongoing
IV. review their approaches to assessment within mathematics to ensure that they are planning opportunities to assess breadth, challenge and application of learning	SMT to give clear guidance to staff through planned tracking and monitoring meetings. SMT to moderate feedback during weekly SMT meetings.	March 16 ongoing
V. Staff should review their approaches to assessment within mathematics to ensure that they are planning opportunities to assess breadth, challenge and application of learning	New problem solving material in mathematics identified and introduced. Numeracy Working Group to focus on SAL within mathematics and share this work with all staff.	December 2016
	Develop progression pathways and use these to track learning/attainment.	December 2016
	Develop shared understanding of curriculum pathways to increase opportunities for meaningful assessment of mathematics in different/real life contexts.	December 2016

Action Point 4 : <b>Ensure the nursery is an integral part of the school</b>		Timescales
Relevant Points from R.I.F		
I. Develop clear remits for the DHT/SEYO to ensure there is clarity within the team regarding their leadership responsibilities (N)	The nursery staff will work collegiately with the teaching staff to develop the school curriculum rationale.	February 2016 ongoing.
II. Develop approaches to self-evaluation		
III. Further develop our understanding of Assessment is for Learning strategies and questioning skills.	A nursery parent will be set up with regular meetings planned.	March 2016 ongoing
IV. Children's experiences to be further developed with a focus on Heuristic Play and learning in context.	Children will be fully involved in the planning process at all stages. They will contribute to the planning and evaluation of the learning through floorbooks.	March 2016 ongoing
V. Develop opportunities for meaningful joint working with Primary 1.	Staff will be fully involved in the improvement process. They will work collegiately on the task briefs and agree each of the outcomes.	January 2016 ongoing
VI. Develop curriculum frameworks to ensure clear progression through early level.	Avril Robertson will deliver a session to nursery staff on creative learning in early years.	March 2016
	The DHT will deliver sessions to the nursery staff on:	
	<ul style="list-style-type: none"> <li>• The principles of the planning process</li> </ul>	March 2016
	<ul style="list-style-type: none"> <li>• Questioning skills and Assessment is For Learning</li> </ul>	March 2016
	<ul style="list-style-type: none"> <li>• Literacy in context</li> </ul>	May 2016



Action Point 4 : <b>Ensure the nursery is an integral part of the school</b>		
<b>Relevant Points from R.I.F</b>		<b>Timescales</b>
	<p>Avril Robertson will work with the nursery staff on numeracy in context.</p>	<p>April 2016</p>
	<p>The nursery staff will plan regularly with Primary 1 staff.</p>	<p>April 2016 onwards</p>
	<p>The nursery staff will play a full role in the development work carried out by the whole school staff to develop curricular frameworks at all levels, including early level.</p>	<p>October 2016 onwards</p>
	<p>The DHT and SEYO will continue to be part of the local authority working group that is in the process of developing an alternative to the learning journeys presently used.</p>	<p>January 2016 onwards</p>

Additional from R.I.F

**5. Leadership to Support Improvement :**

- I. Develop clear remits for the DHT/SEYO to ensure there is clarity within the team regarding their leadership responsibilities (N)
- II. Further develop focussed observation against best practice to ensure consistency across the setting. (N)
- III. The headteacher and the depute headteacher need to work closely with the staff to give a stronger steer to the work of the school
- IV. Develop clearer whole school approaches and systems established to ensure consistency of experiences across the school
- V. Develop a whole school approach to planning and assessment.
- VI. Develop a coherent approach to evaluating the work of the school and nursery to ensure priorities for improvement and driven by robust self-evaluation
- VII. Develop a strategic overview and approach to the management of support for learning.
- VIII.

**Inspection Report: Bo'ness Academy**  
**Inspection letter published: 22<sup>nd</sup> December 2015**

**The Evaluations for the school were as follows:**

Improvements in performance	weak
Learners' experiences	good
Meeting learning needs	good

**The inspectorate also evaluated the following aspects of the work of the school**

The curriculum	Satisfactory
Improvement through self-evaluation	Satisfactory

**The inspection found the following key strengths:**

- The positive learning climate in the school, underpinned by supportive relationships and courteous young people.
- The sense of community across the school with young people developing a greater sense of their role at local, national and global level.
- The work being done to develop skills for learning, life and work.
- The quality of provision for young people requiring additional support.

**Agreed points for action**

- Ensure that the use of self-evaluation evidence focuses on improvements which will have the greatest impact on raising attainment.
- Review and improve the curriculum to meet the needs of all young people better and improve their progress and attainment.

As a result of the inspection findings Education Scotland stated the school needs additional support and more time to make necessary improvements. The Area Lead Officer will work with Falkirk Council to build capacity for improvement, and will maintain contact to monitor progress. They will return to carry out a further inspection within one year of publication of the letter. They will then issue another letter to parents on the extent to which the school has improved.

The Curriculum Support Manager will work with the Headteacher to identify a team of officers who will support and monitor the progress of the school. .

Falkirk Council  
*Children's Services*

Bo'ness Academy

## **Introduction**

This action plan has been created in response to the Education Scotland Record of Inspection Findings dated 22.12.15.

### **Education Scotland's Recommendations for Improvement following HMI Inspection in October 2015**

The initial letter to parents from Education Scotland following the Inspection had two key areas for improvement:

- Ensure that the use of self-evaluation evidence focuses on improvements which will have the greatest impact on raising attainment.
- Review and improve the curriculum to meet the needs of all young people better and improve their progress and attainment.

**The Team Around the School will work with the Head Teacher and school staff to implement the action plan set out below.**

**Action point 1:** Ensure that the use of self-evaluation evidence focuses on improvements which will have the greatest impact on raising attainment

Relevant Points from R.I.F	Actions	By When
To ensure all teaching staff have a clear understanding of self-evaluation and their role as a class teacher and as a department.	To set up a SIG lead by DHT and PTs to develop a culture of shared understanding through CPD and sharing good practice. This will be ongoing throughout this and next session but embedded by June 2017	June 2017
To develop a consistent school approach of self-evaluation across each faculty to improve quality of learning & teaching.	Collaborative planning with PT's to develop and implement Faculty Self-evaluation calendar of events that complements School self-evaluation calendar. This will be set up by the new structure of PT Curriculum who will take more responsibility of using self-evaluation to raise attainment.	Aug 2016
Improve use of analysing data to identify areas for improvement and raise attainment.	Revisit workshops on using Insight and CEM data to ensure all staff, in particular PT curriculum, have a clear understanding of the toolkit as part of self-evaluation to identify areas of improvement.	Ongoing 16-17
SLT to have a clear system of self-evaluation procedures to improve learner's experiences.	Embed Learning & Teaching Reviews into school self-evaluation calendar, one faculty per term in order to develop and support capacity for improvement within departments and to identify areas for improvements which will link to relevant CLPL for teachers and Inset day planning.	Aug 2016

<p>Improve pupil voice at school and faculty with a clear focus on learning &amp; teaching.</p>	<p>Through self-evaluation SIG to share good practice and develop a culture of using feedback from pupils to inform changes to L&amp;T, curricular pathways, learner's experiences. Re-invigorate Pupil Council to ensure a clear focus is on L&amp;T and make sure pupils are aware we take their views on board through the use of posters e.g. "You said....we did"</p>	<p>Ongoing 16-17</p>
<p>Increase parent and partner voice</p>	<p>Continue to increase information evenings throughout session to encourage parental engagement for all year groups Develop the number of Parent Focus Group – currently S1</p>	<p>Ongoing 16-17</p>

Action Point 2 Review and improve the curriculum to meet the needs of all young people better and improve their progress and attainment.

Relevant Points from R.I.F	Actions	By When
<p>Review and update curriculum rationale and overall design to allow flexible progression pathways for all pupils.</p>	<p>Session 16/17 will see a full review of the curriculum rationale and design. This will involve all stakeholders – staff, pupils, parents and partners.</p>	<p>December 16.</p>
<p>Monitor and evaluate curriculum changes and developments to ensure they lead to improved outcomes for pupils.</p>	<p>Carry-out pathways mapping exercise for different groups of pupils within the school to ensure our curriculum meets their differing needs.</p>	<p>December 16.</p>
<p>Continue to develop curricular links across all curricular areas to ensure planned progression in learning from primary to secondary across second and third level outcomes.</p>	<p>The impact of curriculum changes and developments will be monitored and evaluated using a number of measures – pupil attainment, wider achievements, Insight and destination data and feedback from partners.</p>	<p>On-going.</p>
<p>Ensure the on-going review of BGE provides pupils with a coherent and challenging learning experience.</p>	<p>A cluster approach will ensure there is planned progression. Shared approach to be taken in tracking and monitoring pupil levels. Through the Scottish Attainment Challenge Innovation Fund a cluster bid has been submitted to become part of the Children’s University initiative.</p>	<p>June 17.</p>
<p>Review the totality of the curriculum to ensure that BGE and Senior Phase articulate and provide planned, progressive opportunities for achievement that develop skills, capabilities and attributes of pupils.</p>	<p>A full audit of BGE is already underway. All departments are reviewing existing courses and materials to ensure continuity and progression and appropriate pace and challenge across all curricular areas. Skills are being mapped from S6 back to primary to ensure BGE articulates with Senior Phase.</p>	<p>October 16.</p>

<p>All pupils should receive their entitlement to a broad general education in S3.</p>	<p>Short-term: For session 2016/17 pupils whose subject choices do not provide sufficient breadth covering all curricular areas will be directed to an elective from the missing curriculum area(s).</p>	<p>March 16.</p>
<p>Pupils would benefit from 1 : 1 meetings when making curriculum choices. Pupils need to make informed choices based on reliable assessment evidence of their progress.</p>	<p>Long-term: This will be addressed in the curriculum review.</p>	
<p>Range of course options, including vocational, in the Senior Phase which will allow pupils to further develop their employability skills.</p>	<p>All pupils S2-S5 are meeting with House Leader/Depute to discuss course choices. This will continue to be part of the course choice process. This will be further streamlined with the change in the school's management structure and the creation of Pastoral PTs.</p>	<p>April 16.</p>
<p>Review and evaluate SLLW programme and ensure the skills being developed are explicit to the pupils and they are able to see how they link to learning across other aspects of the curriculum.</p>	<p>The work that has started on BGE tracking and monitoring will ensure that all pupils are aware of their current levels of attainment when making course choices.</p>	<p>August 16.</p>
<p>Range of course options, including vocational, in the Senior Phase which will allow pupils to further develop their employability skills.</p>	<p>The range of course will be looked at during the curriculum review. We will continue to build robust business links/partnerships to ensure we provide pupils with meaningful vocational opportunities which develop their wider skills. These links will allow us to ensure the skills important to employers are incorporated.</p>	<p>June 17.</p>
<p>Review and evaluate SLLW programme and ensure the skills being developed are explicit to the pupils and they are able to see how they link to learning across other aspects of the curriculum.</p>	<p>Following a review of the SLLW programme it has been streamlined to support attainment and develop skills through engagement with partners, utilising their expertise and knowledge to support pupils and staff through:</p> <ul style="list-style-type: none"> <li>- the introduction of the Personal Development Award at SCQF Level 6</li> <li>- the introduction of Wider Achievement Opportunities which are offered by departments and certificated through SQA and other certificates such as the Saltire and Youth Achievement Awards.</li> <li>- the introduction of tutorial periods to focus on equipping pupils with the skills to study and prepare for exams.</li> </ul>	<p>June 17.</p>



<p>Maximise the contribution of CLD to the curriculum and wider achievement.</p>	<p>For session 2016/17, we are continuing to build partnerships, through our work with CLD and the Princes Trust, to develop pathways for pupils which provides opportunity for achievement within the curriculum as well supporting them in developing the skills that will help them secure a positive and sustained destination.</p>	<p>June 17.</p>
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